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ABSTRACT

This teaching guide contains the main idea of the unit, five sub-generalizations with suggestions for closely correlated learning activities, and references to instructional materials. The main idea of the unit is that "People from many difference grcups work together to make the city a better place to live." Some of the supporting ideas explored in the unit are: the variety of work, play, and housing facilities in a city; city services; the differing character of neighborhoods and resultant problems; and advantages and disadvantages to city and suburban life. The instructicnal materials and learning experiences suggested are highly varied, and emphasize significant involvement of the students in the learning process. The appendix contains suggestions for a field trip to Chicago, which may be developed around a general view of the city, or a visit to ethnic centers. A bibliography of materials cited in the guide appears in the appendix, along with poems, stories, and other instructional materials. See SO 000 584 for a listing of related documents. (JLB)

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SECOND GRADE SOCIAL STUDIES UNIT

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Main Idea: People from many different groups work together to make the city a better place to live.

CONTENT	LEARNING EXPERIENCES
1. The city provides a great variety of work, play and housing facilities. (Activities 1-9) 2. Many different kinds of workers are needed to provide services for city people. (Activities 10-12) 3. City neighborhoods differ: homes, facilities, racial or nationality composition of residents. (Activities 13-19) 4. Changes in city neighborhoods sometimes cause special problems for people who live there. (Activities 20-27) 5. There are advantages and disadvantages to both city and suburban life. (Activities 28-30) Materials Books Buckley - Living as Neighbors Cromie - Chicago In Color Hall - The World In A City Block Schueler - The City Is My Home (Book Two - City People)	Opener/ Ask the children: If people wanted to know about your community, what things would you tell them? List children's responses on the chalkboard. Have children group their responses and label each group. Copy these groups on a chart and post the chart on a bulletin board or wall. Note to Teacher: The Opener provides children with an opportunity to review what they have learned about their community. This review may be repetitious for some groups. If so, teachers may wish to combine the Opener with Activity One. Alternate Opener/ Since children have had so much previous experience with listing and grouping, you may wish as an alternate activity to have them write or draw an ad about Park Forest. What important things could be advertised to tell other people about the community? The listing-grouping-labeling sequence in the Opener gives students practice in Thinking Task I - Concept Formation. Thinking Tasks throughout the unit are identified in the margin for the convenience of the teacher.

CONTENT	LEARNING EXPERIENCES

Scott - Sam

Wright - Urban Education Studies:
Chicago Is

Films

Coronet - What Is A Neighborhood

EBF - Chicago: Midland Metropolis

Film Associates -
A City and Its People

Filmstrips

Bailey - The City: Listening, Looking and Feeling

Chicago Board of Education -
Chicago Our Famous City

Coronet - Neighborhoods of Various Kinds
Neighborhoods in the City
Neighborhoods in the Suburbs
Neighborhoods in Small Towns
Neighborhoods in the Country
Neighborhoods Change

Encyclopedia Brittanica
Different Neighborhoods
Here is the City
Business in the City
Living in the City
Problems of the City
Working in the City
Keeping the City Alive

1. Start a retrieval chart to compare suburban and city life. Help children fill in the information developed in the Opener in the first column of the chart. The information about the city for the second column will be filled in starting with Activity 7.

	Suburb (Park Forest)	City (Chicago)
What kind of homes do people live in?		
What kind of work do people do?		
What do people do for fun?		
What services do people need?		
Do people have any special problems?		
Why do people like to live here?		

CONTENT	LEARNING EXPERIENCES
Film Associates - We Live Here We All Work Finding Our Way Hudson Photographs Inc. Big City Houses and Streets Big City Workers City Rhythms Maps Chicago Assoc. of Commerce and Industry Chicagoland Panorama Map Study Prints Franklin Watts - City Workers	2. Put up on the bulletin board the Chicagoland Panorama Map. Help children locate the City of Chicago on this map. Have them find their own community in reference to Chicago. a. Ask the children: 1) What do you see on this map? 2) Does anyone know the name of the lake on which Chicago is located? 3) Why might a big city be located on or near a large body of water? 4) Why are roads and highways important to the city? Are they also important to a suburb? 5) How many of you have been to Chicago? 6) What did you do or see in Chicago? b. Have the children list all the things that they saw and did in Chicago. Save this list for use in Activity 7. Note to Teacher: You may also wish to bring into class at this time a road map of South Suburbua. A good map of Chicago and the South Suburbs may be obtained from a Standard Oil Station. 3. Tell the class that they will take an imaginary trip to Chicago to see the city that is close to their community.

CONTENT	LEARNING EXPERIENCES
	a. Use Picture 1 from the Urban Education Studies: Chicago Is. Examine the picture with the children and point out some of the areas that they might visit on a trip to Chicago: Soldier's Field, The Lakefront, the downtown area, the Chicago River, etc. The pictures in Chicago in Color by Robert Cromie and Archie Lieberman may also be used at this time. b. Show the filmstrip Chicago Our Famous City as the basis for the imaginary trip. You may wish to read the accompanying script or to talk about the individual frames using the script for reference. c. Discuss these questions: 1) What are some of the things boys and girls in Chicago can do for fun? 2) What are some of the places people in Chicago go for fun? 3) What other places did you see? 4) What can people do in each of these places? Note to teacher: A field trip to Chicago is suggested as the conclusion for the unit. You may wish to begin your plans for the trip at this time. Field trip information is included in the Teacher Appendix at the end of the unit. 4. Have each child draw a picture of one thing that he saw on the imaginary trip to the city. Children may also use thier pictures to tell stories about

CONTENT	LEARNING EXPERIENCES

THE SKYSCRAPER

I see a great tall building,
It reaches to the sky;
They call it a skyscraper
And now I can see why.
It has so many windows,
I cannot count them all;
I don't see any chimney,
It stands so high and tall.
It stands there, this skyscraper,
Right on the city street:
And all the city people
Go walking at its feet.
It stands there, this tall building,
So big and tall and high:
Sometimes the clouds it touches--
It almost scrapes the sky.

--Lois Lenski

the city trip.

5. Show Picture 28 from the Urban Education Studies: Chicago Is and read the poem "The Skyscraper".

   a. Discuss these questions:

      1) Have you seen skyscrapers in Chicago?

      2) Why do people in a city build such tall buildings?

      3) Why don't we have such tall buildings in our community? (Be sure that children understand that space is limited in a city because so many people live there.)

      4) Are all of the buildings in the city this tall?

      5) In what other types of buildings do people in the city live and work?

   b. Use blocks to show children why tall buildings are built when space is limited. Lay out houses in one area with single blocks. Lay out tall buildings on an equal sized area with blocks piled on top of each other. Ask children: In which place can more people live in the same space?

   c. Optional: If children need additional intake about the variety of homes and buildings in a city, show them picture 9 (small house area) from Urban Education Studies: Chicago Is.

CONTENT	LEARNING EXPERIENCES
CITY SONG Many windows. many floors many people many stores many streets and many bangings, many whistles many clangings many, many, many, many-- many of everything, many of any! -- James Steel Smith	6. Use one or more of these audio-visual materials to provide children with additional intake on the city: a. The filmstrip and record The City (FF-192) give an excellent artistic view of city life. Introduce the filmstrip by telling the children they will see one artist's idea about a city. Ask them to listen for city sights and sounds. (You may wish to read the poem "City Song" before showing the filmstrip.) Following the filmstrip discuss the questions: 1) What things did you see? 2) What sounds did you hear? 3) What can you say about this artist's idea of the city? b. These additional filmstrips give information about other aspects of city life: Here Is the City (KK-25) Business in the City (KK-26) Living in the City (KK-27) We All Live Here (FF-213) Big City Houses and Streets (FF-328) c. These films also show city life: Chicago: Midland Metropolis (DC-15) City and Its People (NC-11) 7. Read City People by Schueler, Feldstein and Becker

CONTENT	LEARNING EXPERIENCES

SING A SONG OF PEOPLE

Sing a song of people
Walking fast or slow;
People in the city
Up and down they go.

People on the sidewalk,
People on the bus;
People passing, passing
In back and front of us.
People on the subway
Underneath the ground;
People riding taxis
Round and round and round.

People with their hats on,
Going in the doors;
People with unbrellas
When it rains and pours.

People in tall buildings
And in stores below;
Riding elevators
Up and down they go.

People walking singly,
People in a crowd.
People saying nothing,
People talking loud,
People laughing, smiling,
Grumpy people too.
People who just hurry
And never look at you!

(Cont'd next page)

(the City Is my Home: Book Two).

a. Ask the children:

   1) What did you find out about city people?

   2) What did you find out about city places?

b. Refer to the list about the city started in Activity 2. Let children suggest additional items for this list.

c. Help the children place their information about the city on the retrieval chart.

8. Plan a mural of the city with the children. The information on the city list and on the retrieval chart may be used in planning the mural.

   a. Assign parts of the mural to different children. You may wish to divide the class into committees and have each committee make one type of thing for the mural: stores, parks, transportation, etc.

   b. Children may wish to add city people to their mural. Read the poem "Sing A Song of People". Ask the children to decide what kind of people they would want to put in a mural about the city: shoppers, commuters, children, etc.

9. Play the Stand-Up Voting Game to help children review their understanding of city life. Children are to stand up as an item from the list below is read if it tells something about the city; they

CONTENT	LEARNING EXPERIENCES
Sing a song of people Who like to come and go: Sing of city people You see but never know. -- Lois Lenski	are to remain seated if it does not. a. Voting list: tall buildings / museums few people / cows and horses factories / observation tower empty space / small homes subways / buses and trains big back yards / many people apartment buildings / quiet streets b. Let the children use their mural to make simple summary statements about city life. 10. Use the study print set City Workers (Franklin Watts) and pictures 15, 17 and 18 from Urban Education Studies: Chicago Is to introduce people to some of the different people who provide services to the city. Call attention to the fact that workers who serve the city are from many different racial and ethnic backgrounds. a. Ask the children: 1) Which of these workers are needed in our community? 2) Which are needed in the city? 3) Do city and suburban people need many of the same services? b. Have the children enter the information about city services to the retrieval chart.

CONTENT	LEARNING EXPERIENCES

NIGHT WORKERS

Group A (Chorally)
When the sun's bright rays have fled,
When the night's dark wings are spread,
Then the work of day is done,
And the work of the night begun.

Group A (solos)
Who are the night workers?
Where do they go?
Have you seen them?
What do you know?

Group B (Each couplet as solo)
Doctors and nurses dressed in white
Work in hospitals every night.
Cab drivers, bus drivers, truck drivers too,
Are busy driving the wee hours through.
To lighted mills the night shift comes
And works to tunes machinery hums.
In all-night diners, the hours fly
While cooks serve coffee and apple pie.
Policemen, firemen, night watchmen keep
The city safe for those who sleep.
Breaking the silence before the day
Milkmen and newsboys are on their way.

Groups A and B (together)
When the streetlights gleam and dark comes down,
And people are dreaming all over town,
The night worker from his home departs,
And the night world of the city starts.

-- Jean B. Kinney

c. Optional: show the filmstrips:
Working In the City (KK-29)
We All Work (FF-214)
Big City Workers (FF-332)

11. Select one or more of the following expressive activities about city workers.

a. Use the poem "Night Workers" as a choral reading. Then have individual children dramatize activities for the workers mentioned in the poem.

b. Have the children make up riddles.
Ex.: I am a city worker
I help people find the clothes they want
I show them different clothes
I show them different sizes
What kind of city worker am I?

c. Have the children act out the kind of job they would like to have in the city.

d. Optional: you may wish to invite fathers who work in the city to visit the classroom and tell about their work.

12. Discuss why people in a city need more services than people in a suburb.

a. Read the poem "City Street" and ask the children to tell why more traffic policemen are needed in the city.

CONTENT	LEARNING EXPERIENCES

CITY STREET

Honk--honk--honk;
Beep--beep--beep!
Hear the noise
Of the city street.

Cars race fast,
Trucks bump past;
Creeping slow
The buses go.

Green turns red
A sudden stop;
Up the hand
Of the traffic cop.

Whistle shrill--
All is still;
Sudden hush--
The people rush.

Red turns green,
Then on again;
Cars race fast,
Trucks bump past.

--Lois Lenski

b. Ask the children what would happen if all garbag men in our community stopped working. What woul happen if the garbage men in the city stopped working? Do you think people need more or less services in the city? Be sure that children understand that when many people live in a limited space, more services are needed.

c. Have children draw inferences by completing these statements:

If all garbage men in a city could not work, then _____

If all the firemen in a city could not work, then _____

d. Have the children draw a picture to illustrate one of the following inferences:

If all the buses and trains in a city could not run, then _____

If all the snow removal people could not work, then _____

If all the policemen could not work, then ____

13. Show the film What Is a Neighborhood (VC-18).

a. Discuss these questions:

1) What is a community?

2) Is Park Forest a community?

CONTENT	LEARNING EXPERIENCES
	3) Is Chicago a community? 4) What services do neighborhoods in a community need? 5) What different neighborhoods does the film show? 6) Could you see these same kinds of neighborhoods in Chicago? b. Use a map of the children's own community to help them locate their own neighborhood and other neighborhoods within the community. Help children to see that, although there are different neighborhoods in a suburb, a large city would have a larger number and variety of neighborhoods. c. One or more of these film strips on neighborhoods may be shown if children need additional intake on different kinds of neighborhoods. Neighborhoods of Vauious Kinds (FF-233) Neighborhoods in a City (FF-234) Neighborhoods in the Suburbs (FF-235) Neighborhoods in Small Towns (FF-236) Neighborhoods in the Country (FF-237) Different Neighborhoods (I-39) 14. Discuss with the children: What things do people think about when they choose a neighborhood to live in? a. Point out that many people have moved from the

CONTENT	LEARNING EXPERIENCES
	city to the suburbs. Ask the children: 1) Why did your family come to Park Forest? 2) Why do some people prefer to live in a suburban neighborhood? 3) Are there people who might move from the suburbs back to the city? 4) What would they find in the city that they could not find in the suburbs? b. Optional: Read the story People Like Different Neighborhoods (Teacher Appendix). 15. Tell the children that they are going to hear a story about a very special cat who liked to visit different neighborhoods in the city of Chicago. a. Read the story Scat the City Cat (Teacher Appendix). Use the flannel board figures that go with the story. b. Discuss these questions: 1) What neighborhoods did Scat visit? 2) What special thing did he like about each neighborhood? 3) Whom did he meet in each neighborhood? 4) Did the children he meet know each other? Why not?

CONTENT	LEARNING EXPERIENCES
	5) What did each neighborhood have that the others did not? 6) Why do you think Scat preferred visiting different neighborhoods to living in one kind of neighborhood? c. Locate the neighborhoods Scat visited on the Chicagoland Panorama Map. Point out that these neighborhoods are quite far from each other and that it took Scat a long time to get from neighborhood to neighborhood. 16. Have children select one of these expressive activities: a. Draw a picture of Scat's visit to one neighborhood. b. Act out scenes from the story Scat the City Cat. c. Write a story about Scat, the Suburban Cat, telling about places he could visit in your community, or draw pictures of his visit to these places. 17. Read the story Two Families Come to Chicago. a. After reading, discuss these questions: 1) Why did the Natale's come to Chicago? 2) How did Mr. Natale's brother help them find a place to live? 3) What did they like about their city

CONTENT	LEARNING EXPERIENCES
	neighborhood? 4) Why did the Tucker's come to Chicago? 5) Why did they rent an apartment on the south side of Chicago? 6) What did they like about their neighborhood? 7) What did they not like about their neighborhood? 8) Why do people in the city often live in neighborhoods with people who are similar to them? Note: This discussion should bring out that people of the same national or racial origin may live together because they want to live with others of their group but that often this came about because their choice of neighborhoods was limited. 18. Read The World in A City Block by Natalie Hall. a. Have children name the different people Tony visited and the country each person came from. Have them tell what Tony learned from each person visited. Use a world map to locate the countries from which the people on Tony's block originally came. b. Show the signs from the different places Tony visited (curriculum kit) and let children identify the shop where Tony saw that sign.

CONTENT	LEARNING EXPERIENCES
	c. Divide the class into small groups to dramatize these scenes from the story: 1) Tony visits Mr. Lee and sees a silk curtain from China. 2) Tony visits Mr. Shubert and hears a Swiss clock chime. 3) Tony visits Mrs. Kormendi and dances the Hungarian Czardas. 4) Tony visits Mrs. Stamos and watches Greek Baklava being made. 5) Tony visits Madame Josephine and meets a French poodle. 6) Tony visits Mr. Munoz and hears a story about Puerto Rico. 7) Tony visits Madame Fatima and listens to her read the tea leaves. 19. Have the children summarize their information about different neighborhoods in a city. What differences can they see between Tony's neighborhood and that of the Natale or Tucker families. Ask them to list other ways that neighborhoods in a city differ. a. Use children's statements to develop a sentence chart: Neighborhoods Are Different. b. Discuss these questions: 1) Is it good to live in a neighborhood where

CONTENT	LEARNING EXPERIENCES
	many different kinds of people live? Why? 2) What can different people learn from each other? 3) Where in the city can people from different neighborhoods meet and learn from each other? (The pictures from Urban Education Studies: Chicago Is may help children answer this question. Page 5 - downtown; page 6 - neighborhood shopping area; page 13 - neighborhood center; page 20 - beach; page 23 museum; page 24 - school; page 25- festival at Soldier's Field). 20. Show picture 10 from Urban Education Studies: Chicago Is. a. Ask Children: What do you think happens to people in a neighborhood when old buildings are torn down and new buildings put up? What problems do you think this might cause in the neighborhood? b. Let children tell about any ways their own neighborhood has changed. c. Optional: Show the filmstrip Neighborhoods Change (FF-238). 21. Introduce the children to the two city families in Living As Neighbors by Peter Buckley and Hortense Jones (see page 6 for pictures of the two families).

CONTENT	LEARNING EXPERIENCES
	a. Read pages 8 - 46 (A Problem in the Neighborhood). b. Discuss these questions: 1) What problems did each of these families have? 2) Why do you think houses and stores are torn down? 3) How did each family feel about the news that their building was to be torn down? 4) What did each family plan to do? 5) Why did the family not move to one of the two buildings they looked at? 6) Where did Kathy and Phillip's father look for a new job? 7) How did Mr. Davidson and Mr. Lewis decide to look outside the city for a new job and a new home? 22. Read pages 46 - 72 of Living As Neighbors. Ask children to listen for the different things that the two families did to try to solve their problems. a. Discuss these questions: 1) How did Mr. Lewis and Shirley, Mr. Davidson and Phillip get outside the city? 2) How was the suburb that Shirley and her

CONTENT	LEARNING EXPERIENCES
	father visited different from the city or a suburb? 4) Do you think Phillip's father could do TV work in the country? 5) Why do you think it took so long for the two families to solve their problems? 6) Why do you think Shirley's family could not get a house in the suburbs? 7) In what place did Shirley's family hope to get an apartment? 8) Why did Phillip and his father go to the library? b. Point out to the children that some people like to live in the city and some in the suburbs or the country. Have children form small groups and let each group dramatize an activity that would take place in the city, suburbs, or countr Let the rest of the children guess where the dramatized activity would take place. 23. Read pages 84 - 106 of Living As Neighbors. Tell children to listen to find out how the two families solved their problems. a. Discuss these questions: 1) How did the Lewis family find out that they would have a new apartment? 2) How do you think they felt about this news?

CONTENT	LEARNING EXPERIENCES
	3) What things did they do to make this apartment into a new home? 4) Were Steven and Shirley happy with their new home? 5) What kind of job did Mr. Davidson get? 6) What did he do to get ready for his new job? 7) How did Mr. Davidson get to work? 8) Do you think he liked his new job? b. Point out to the children that the Lewis and Davidson families helped each other in solving a common problem (finding new places for living and working). Ask the children to tell some other ways that people in city neighborhoods can help each other. 24. Show the film strip Problems of the City (KK-28). Ask children to tell some of the problems that people in the city have. Do people in the suburbs have any of these same problems? 25. Tell the children that boys and girls in the city might also have problems sometimes. What problems? a. Read Evan's Corner by Elizabeth Starr Hill or Sam by Ann Scott. Have the children list what happened in the story. b. Focus on the statements in the list that reflect attitudes and feelings.
Cognitive Task IV - Interpretation of Attitudes and Feelings	

CONTENT	LEARNING EXPERIENCES
	1) Why did Evan (Sam) have this problem? 2) How did Evan (Sam) feel about his problem? 3) Has anything like this ever happened to you? 4) How did it make you feel? 5) From all we have said today, what can you say about boys and girls and their feelings? 26. Show the filmstrip Finding Our Way (FF-217). a. Discuss these questions: 1) What special problems did Andy and his sister have? 2) Why would children in a city have this problem? 3) Could getting lost in a big city be a problem for grownups too? 4) What can people do to solve this problem? 5) Do people ever get lost in a suburb? b. Ask children to suggest some other problems they think boys and girls living in the city might have. Do boys and girls in the suburbs ever have problems? Do families in the suburbs ever have problems? c. Add the information about special problems to the retrieval chart.

CONTENT	LEARNING EXPERIENCES
In developing role playing situations with young children, these steps should be followed: 1) Presenting and discussing the situation. 2) Discussing one way to solve the problem. 3) Inviting initial participation by taking a role yourself or by assigning roles to verbal children. 4) Discussing the initial enactment. 5) Posing other alternatives. 6) Acting out alternatives. 7) Exploring alternatives for consequences. 8) Making a decision as to the best alternative.	27. Have the children role-play one or more sets of city-suburb problems. Ask the children: Would this take place in the city or the suburbs? a. Tomorrow was Peter's eighth birthday and more than anything in the world he wanted a new bicycle. "Where can you keep a bicycle when you live on the sixth floor?" asked Father. "There just isn't any place to store it, Peter, and we can't leave it outside at night. I'm afraid a bike wouldn't be a good present." What should Peter do? "Oh, no not again!" said Jennifer. "The ball has landed in Mrs. Grave's yard." "Let's go get it," said her younger brother, David. "I'll just go through the hedge." "You better not," answered Jennifer. "Remember how angry Mrs. Graves was yesterday when the ball went into her flower garden. She told us to stay out of her back yard or else!" What should the children do? b. Lisa hurried along as fast as she could. She had been so interested in the book she was reading at the library that she had forgotten that Mother wanted her to be home by 5:00. She finally reached the corner of Grand Street and discovered the traffic light wasn't working. A steady stream of cars was speeding along. "What can I do?" thought Lisa. "I'll never be able to cross the street and get home." What can Lisa d Toby looked at the rain hitting the windowpane. "Gee," he thought. "Mom won't let me ride my bike now and the car's in the garage getting

CONTENT	LEARNING EXPERIENCES
	fixed. How will I ever get to the library? It's just too far to walk in this weather! And my books are due." What can Toby do?
	c. "Martha," shouted Mr. Thompson. "Can't you tell those kids to stop banging the ball against our wall?" "They're just children," said Mrs. Thompson. "The only place they have to play is in the alley beside our house." "I don't care," said Mr. Thompson. "I have to get some sleep or I'll never be able to work tonight." What should Mrs. Thompson do?
	"Oh brother," said Jimmy. "There's never anythin to do around here. I can't wait until vacation begins and then when it comes there's just nothing to do." "It's such a nice day," responded Mother. "Why don't you go somewhere?" "Where?" answered Jimmy. "There's no place to go." What can Jimmy do?
	d. Anne started home from the playground. Mother had said she would be late getting home from work tonight but Anne knew it was time to stop playing and go inside. She got to her building and started through the door. Now what had she done with the key? "Oh, no," Anne said to herself, "I've lost the key. I can't get into our apartment." What can Anne do?
	"Please, Dad, please, please," begged Joan. "Can't we go to the museum? "Oh, yes!" agreed Julie. "We haven't been there for the longest time." "Absolutely not!" answered father. "The museum is an hour away. I'm too tired! It takes me an hour to drive to work every day. When the

CONTENT	LEARNING EXPERIENCES

Task III - Application of Generalizations

I LIVE IN A CITY

Chorus

I live in a city, yes, I do,
I live in a city, yes, I do,
I live in a city, yes, I do.
Made by human hands.

Verses

Black hands, white hands, yellow and brown
All together built this town,
Black hands, white hands, yellow and brown,
All together make the wheels go 'round.
(Chorus)

Brown hands, yellow hands, white and black,
Mined the coal and built the stack,
Brown hands, yellow hands, white and black,
Built the engine and laid the track.
(Chorus)

Black hands, brown hands, yellow and white
Built the buildings tall and bright,
Black hands, brown hands, yellow and white,
Filled them all with shining light.
(Chorus)

Black hands, white hands, brown and tan,
Milled the flour and cleaned the pan,
Black hands, white hands, brown and tan,
The working woman and the working man.
(Chorus)

week-end comes around, I certainly don't want to drive anymore." What can the girls do?

28. Ask the children:

    a. What might happen in the city if:

        1) Everyone went to the park on the same day?

        2) All the people let their pets run loose?

    b. What would happen in the suburbs if:

        1) Everyone wanted to work close to home?

        2) None of the people owned cars?

    c. Have individual children complete these statemen

        If many people live in a small place, then ____

        If many people live far away from work or play, then _____

29. Teach the song "I Live in a City" or divide the class into three groups and use the song as a choral reading.

    a. Discuss with the class: What did different colored people do to help build Chicago? (Examples: mining coal, building the railroad, building tall buildings, working in factories, etc.) List children's ideas on the board.

    b. Select one of these expressive activities:

CONTENT	LEARNING EXPERIENCES
	1) Divide the class into small groups of three or four. Ask each group to create and perform a short skit showing one way that different people worked together to build the city. 2) Ask the children to draw a picture showing how people of diffenent colors work together to build the city.
Cognitive Task II - Interpretation of Data	30. Review the information on the retrieval chart. Conduct a summary discussion about the city. Ask these questions: a. In what ways are a city and a suburb alike? b. In what ways are they different? c. Why do so many people live in a city? d. How would your life be different if you lived in the city? e. Are there ways in which it would be the same? f. How do people work together to make the city a better place to live?

CONTENT	LEARNING EXPERIENCES
THE CITY In the morning the city Spreads its wings Making a song In stone that sings, In the evening the city Goes to bed Hanging lights About its head. -- Langston Hughes	Conclusion/ Take a field trip to Chicago. Use the pictures from Chicago In Color by Robert Cromie and Archie Lieberman or those from Urban Education Studies:Chicago Is to help children prepare for the trip. Following the trip, let children tell what they liked best about the city. Alternate Conclusion/ Show the filmstrip City Rhythms (CES-F 50) as a review of life in the city. Have each child complete this statement: People like to live in the city because_____ Optional: You may wish to read the poem "The City" by Langston Hughes and have children tell things they would see in the city in the morning and at night or draw pictures about the city at these two times of day.

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Neighborhoods in Small Towns
Neighborhoods in the Country
Neighborhoods Change

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Finding Our Way
We All Work

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Big City Workers
City Rhythms

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Franklin Watts
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Curriculum Kit

Flannelboard
Flannelboard Story: Scat, the City Cat
Signs: The World In A City Block

Appendix

Field Trip Information
I Live In the City
People Like Different Neighborhoods
Scat, The City Cat
Two Families Come to Chicago

SUGGESTIONS FOR CHICAGO FIELD TRIPS

The field trip at the end of the city unit may be developed around one of two emphases: a general view of the city, a visit to ethnic centers in the city. The following suggestions may be helpful in planning the field trip.

General City Trips

John Hancock Building
875 North Michigan
Main Office - 751-0900
Cost: $1.00 for adults, $.50 for children. Tickets must be purchased in advance. Make checks payable to: Sudler and Company
Suite 3250
875 North Michigan
Chicago, Ill. 60611 ATTN. Mrs. Miller

Mercury Sightseeing Boats
Michigan Ave. Bridge at Wacker Drive
DE2-1353
22 mile two-hour guided trip along Lake Michigan and the Chicago River.
$1.25 per child

Prudential Building
Main Office - 822-3456
Group Rates (10 or more) - $.15 for children, $.30 for adults.
Collect before going up. Reservations not necessary

Skyline Sightseeing Boats
N. State and Wacker Drive (lower level) 247-4946
Approximately one hour trip along Lake Michigan $1.25 per child

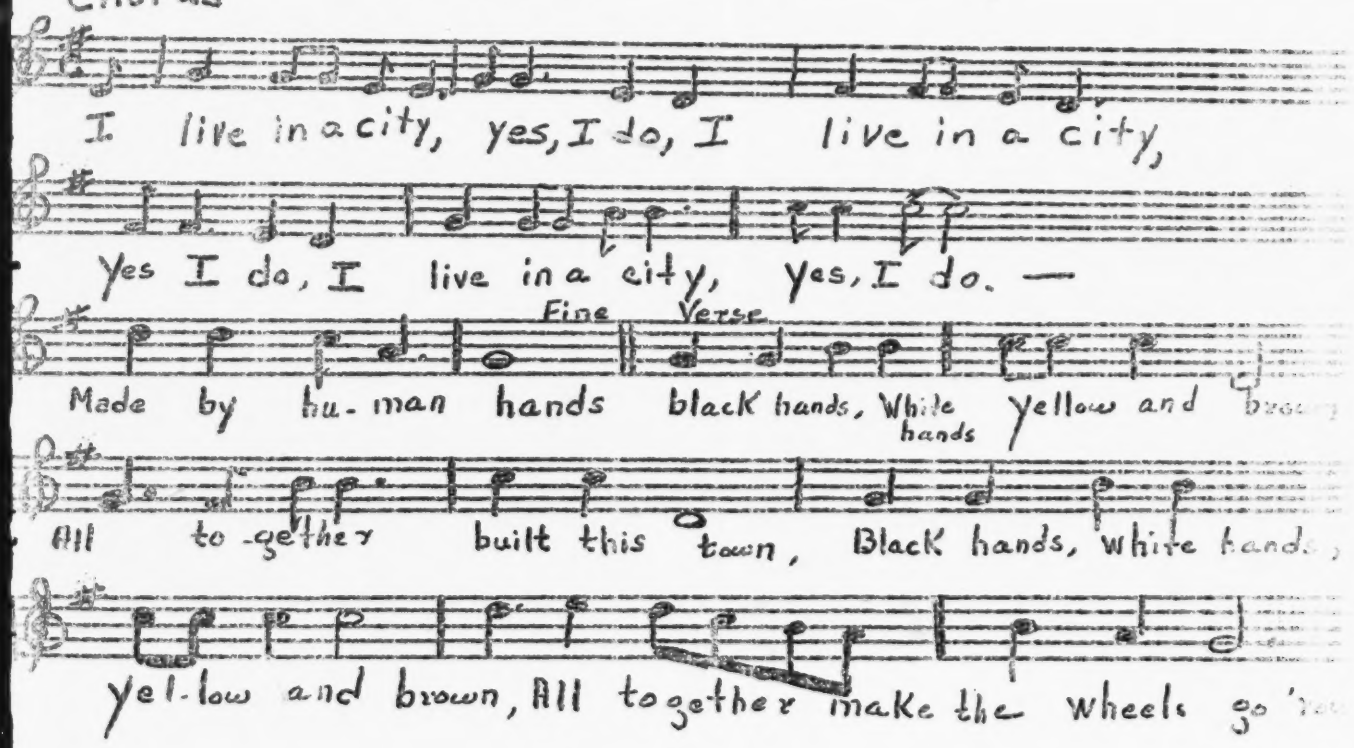
Trips to Ethnic Centers

DuSable Museum of African American History
3806 South Michigan 536-9012
Cost: $.25 for students, $.50 for adults.
Guided tour and lecture - 1 hour. No lunch available. History of Negro in America. African exhibit.

Ling Long Museum
2238 South Wentworth
CA 5-6181 Open 12 noon to 12 p.m.
Call day ahead for reservation. Museum of Chinese history.

The trip may also be planned to visit a Mexican neighborhood located on Blue Island avenue about 1800 south. Children may walk along the streets there to see Mexican shops, bakery, and neighborhood center.

I Live In A City


Chorus
I live in a city, yes, I do, I live in a city,
Yes I do, I live in a city, yes, I do. —
Fine
Verse
Made by hu-man hands black hands, White hands yellow and
All to-gether built this town, Black hands, white hands,
yel-low and brown, All together make the wheels go

Brown hands, yellow hands, white and black,
Mined the coal and built the stack,
Brown hands, yellow hands, white and black,
Built the engine and laid the track.

Black hands, brown hands, yellow and white,
Built the buildings tall and bright,
Black hands, brown hands, yellow and white,
Filled them all with shining light.

Black hands, white hands, brown and tan,
Milled the flour and cleaned the pan,
Black hands, white hands, brown and tan,
The working woman and the working man.

Different People Like Different Neighborhoods

City, suburb and very small town
Are all friendly places to live.
Which neighborhood is the best of all?
Here's the answer some people give.

Mailman
Any neighborhood's fine with me --
The mail must go out each day;
No matter where I deliver it,
People welcome me along the way.

Housewife
I want to live where the air is clean,
Where the stores sell the very best food;
That makes my housework easier
And helps me cook meals that taste good.

Factory Worker
I start at the factory quite early,
I'm a skilled mechanic, I am;
I need to live close to my job --
My machines won't wait for a traffic jam.

Teacher
These are the things I care about --
A school that is easy to reach,
A classroom full of books and desks,
Some happy children to teach.

Salesman
I drive all day from place to place
Through traffic noises so shrill;
When I get home, I want to find
A neighborhood peaceful and still.

Old Lady
I'm much too old to drive a car
But still -- I really won't fuss
If I can live on a neighborhood street
Close to a subway or bus.

Little Boy
Cement, mud, asphalt or green grass
Why, any neighborhood's keen
So long as it has a large playground
For the kids on my baseball team.

Secretary
I type and file and hurry all day
So when my work is done
I like to live near the city lights
Where a girl can have some fun.

Banker
The city has offices, factories and stores,
They all need a bank like mine:
A banker must be where the business is --
The city's the best place, I find.

Baby
I need fresh air and sunshine,
A yard for my play pen to be,
A wide window so mother can do her work
And still look out at me.

City, suburb or very small town
Are all good places to live;
Which neighborhood do you like best?
What answer will you give?

SCAT, THE CITY CAT

It was early morning. The sun could just be seen peeping between the city buildings when Scat awoke. Scat was a large, orange, tiger-striped cat who lived in a garage where the city newspaper trucks were parked at night. (Put Scat on flannelboard.) Ever since he could remember, Chicago had been Scat's home. He had been born in the basement of an apartment building where his mother worked chasing mice. His brothers and sisters had all found homes in apartments in the building but Scat was a wanderer. Even as a young kitten, he had liked to go from place to place in the city.

Scat heard the newspaper truck motor warming up. (Put truck on flannelboard and place Scat on truck.) He hopped into the truck and climbed on top of a pile of newspapers. He knew the truck would head for the south side of Chicago. That was where he wanted to be when the sun was up. Scat rested on his safe perch in the truck as it bounced along the expressway. Then the truck turned a corner and stopped. Scat jumped off, ready for his day's adventures.

People were hurrying along to work but Scat didn't stop to say hello. He walked up Martin Luther King Jr. Drive to 87th Street and then on to 89th Street. Scat scarcely looked at the neat one-family houses as he walked down the street. He knew that he must hurry. His breakfast would be waiting for him.

In the middle of the block Scat stopped in front of a small red-brick house and looked around. (Place house on flannelboard and place Scat to right of house.) Yes, this was the house. He marched quickly along the walk to the back door and waited patiently on the porch. Out of the house burst Corby Clark. (Place Negro boy on flannelboard beside Scat.)

"I knew you'd be here, Scat," said Corby. "Look what I have for you--two pieces of bacon that I saved from my breakfast." Scat ate the bacon out of Corby's hand and purred in appreciation.

"Come on," called Corby. "Let's climb my big old tree. (Place tree on flannelboard.) "We can see the whole neighborhood from its branches."

Up the tree they went. (Place Corby and Scat in tree.) Scat settled into a crook in the branches and looked around. He could see house after house. In the distance he saw a park. Although only a few cars could be seen on Corby's street, Scat could hear the busy traffic a few blocks away and cars were going down the expressway, taking people to their jobs in the city.

"Scat," said Corby, 'why don't you live with me and be my cat? You'd like my neighborhood. You could watch us play baseball in my backyard. You could go with us to play in the park. You could see my father grill meat on our barbecue--and we'd even give you little pieces of meat to chew on. Stay with me, Scat."

Scat rubbed against Corby's legs and purred. Just then he saw the big brown dog that lived next door. Scat arched his back, looked down and leaped from the tree. It was time for him to be on his way. (Place Scat on bottom of flannelboard.)

Scat raced to the corner and waited for a bus to stop. The sun was high overhead when Scat jumped off at the corner of 22nd Street and Wentworth Avenue. Scat ran into an alley behind a colorful building. (Place restaurant and telephone pole on flannelboard.) He scampered up the telephone pole and looked into a half-open window. Just then Jimmy Wong looked through the window and smiled at Scat.

"Hello, Scat," he said. "You're just in time. They've almost finished cooking. Meet me downstairs by the kitchen door."

Scat ran down the pole and waited for Jimmy beside the back door of the Golden Dragon Restaurant. Jimmy's father owned the restaurant and Jimmy and his family lived in the apartment above. Jimmy opened the door and let Scat in. (Place Chinese boy on flannelboard with kitchen stove. Place Scat beside stove.) Jimmy got a bowl, walked over to the stove and spooned some rice and fish into the bowl.

"Here you are, Scat," Jimmy said. "Lunch is ready." Scat ate the food and then stood beside Jimmy in the restaurant door.

"Isn't it fun to watch all the people, Scat," said Jimmy. "Wentworth Street is the busiest street in Chicago's Chinatown. See the women going to shop. See the men coming out of stores to go to lunch. Look at all the cars stopping here. Many people like Chinese food. They come to my father's restaurant to eat."

Scat looked out the door. Yes, this was a busy street. He could see the people and the cars. He could hear the clanging and banging of the city workmen as they repaired a hole in the street. He could smell the good foood cooking in the restaurants nearby.

"Scat," asked Jimmy. "Wouldn't you like to be a restaurant cat? Think of all the food you'd get to eat. Think of all the people you'd meet. Come on, Scat, please live with me."

Scat looked up at Jimmy and seemed to nod--but then he remembered. He had one more place to visit. He hopped up on Jimmy's shoulder and snuggled against him. Then with a sudden jump, he landed on the ground and ran off.

Down 22nd Street Scat hurried along. (Place Scat on bottom of flannelboard.) The children in the playyard at the school called to him but Scat didn't stop. Now he neared the elevated station. He rode the train to the Loop. The City businesses were beginning to close. People rushed out of stores and offices, hurrying to catch buses and trains that would take them home. Now Scat ran across the Michigan Avenue Bridge to the near north side. In the distance he could see the tall apartment building that would be his last stop for the day. (Place apartment building on flannelboard.)

Scat waited until a man came through the revolving door and then sneaked into the building. People were waiting in the lobby for the elevator to come but Scat knew that they wouldn't let a cat on the elevator. He went to the stairway and started up. At the eighteenth floor, Scat turned into the hallway

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Up the tree they went. (Place Corby and Scat in tree.) Scat settled into a crook in the branches and looked around. He could see house after house. In the distance he saw a park. Although only a few cars could be seen on Corby's street, Scat could hear the busy traffic a few blocks away and cars were going down the expressway, taking people to their jobs in the city.

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Scat rubbed against Corby's legs and purred. Just then he saw the big brown dog that lived next door. Scat arched his back, looked down and leaped from the tree. It was time for him to be on his way. (Place Scat on bottom of flannelboard.)

Scat raced down the city streets. He knew exactly where he was going next. The sun was high overhead when Scat reached the corner of 22nd Street and Wentworth Avenue. Scat turned and ran into an alley behind a colorful building. (Place restaurant and telephone pole on flannelboard.) He scampered up the telephone pole next to the building and looked into a half-open window. Just then Jimmy Wong looked through the window and smiled at Scat.

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Scat looked out the door. Yes, this was a busy street. He could see the people and the cars. He could hear the clanging and banging of the city workmen as they repaired a hole in the street. He could smell the good food cooking in the restaurants nearby.

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Scat looked up at Jimmy and seemed to not--but then he remembered. He had one more place to visit. He hopped up on Jimmy's shoulder and snuggled against him. Then, with a sudden jump, he landed on the ground and ran off.

Down 22nd Street Scat hurried along. (Place Scat on bottom of flannelboard.) The children in the playyard at the school called to him but Scat didn't stop. Now he was on Michigan Avenue. He reached the Loop just as the stores began to close. The store windows were gleaming with light. People rushed out of stores and offices, hurrying to catch buses and trains that would take them home. On Scat ran, across the Michigan Avenue Bridge to the near north side. In the distance he could see the tall apartment building that would be his last stop for the day. (Place apartment building on flannelboard.)

Scat waited until a man came through the revolving door and then sneaked into the building. People were waiting in the lobby for the elevator to come but Scat knew that they wouldn't let a cat on the elevator. He went to the stairway and started up. At the eighteenth floor, Scat turned into the hallway

and walked down the hall to apartment 1803. He waited a minute and then scratched on the door.

The door opened and Linda Marshall said, "I was waiting for you, Scat. (Place girl on flannelboard.) I knew you'd come. Aren't you hungry? Come out on the balcony with me. I have a bowl of milk for you."

Scat followed Linda through the apartment to the balcony outside. (Place table and stool on flannelboard.) He hopped onto the table and drank his milk. Then he looked up at Linda and seemed to smile at her.

"Look, Scat," said Linda. "Isn't the city beautiful? Don't the people look little from up here? The boats on the lake and the cars on the streets look just like toys."

Scat listened to the evening sounds of the city. He looked at the lighted windows of the many apartment buildings in the center of the city. Scat yawned.

"Scat," Linda murmured softly. "I'd like you to be my cat. I think you'd like it here. A tall building is such a fine place to live. You could ride on the elevator with me. You could go with me to look at the shop windows. You could come along when I got to the beach to swim. Why not be my very own cat?"

Scat looked up at Linda. She would take good care of him. But Scat knew that he was a city cat. He wanted to meet all kinds of people and visit all kinds of places in the city. Scat stood up, stretched and started back through the apartment building to the door.

"All right, Scat," Linda said. "I'll let you out. Please come back tomorrow night. I'll be waiting for you."

Linda opened the door and Scat hurried down the stairs into the city street. Now it was time to settle down for the night. Scat strolled back to the newspaper truck garage and searched for his favorite box. He crawled inside and curled up. Tonight he would sleep inside the warm garage. Tomorrow, when the sun came up, Scat would start his busy trip through the city once again.

TWO FAMILIES COME TO CHICAGO

I. The Natales Come From Italy

Vincent Natale stared through the windows of O'Hare Airport at the large airplanes that were landing and taking off. Only a few more minutes, he thought, and the plane I'm waiting for will land. "Today," said Vincent to himself, "I will see my brother for the first time in twenty years."

Vincent Natale had left his farm home in Italy that many years ago to come to Chicago. He had been a young man when he left home but he still remembered how sad he felt when it was time to tell his parents and his younger brother good-by. Even though Vincent had wanted very much to come to America, he knew that he would miss his friends and family in Italy. Now, twenty years later, his brother John and John's family had decided to make the same journey.

The passengers were now beginning to come through the gate. In the distance, Vincent saw a familiar face. "Giovanni! John!," he called out. "Here I am."

John Natale rushed forward and the two brothers embraced. Then John said, "How good to see you. Here is my family--my wife Anna and my children, Antonio and Gina."

"Welcome to America," said Vincent. "Welcome to Chicago and to America. Come, let's get your baggage. We will ride the airport bus into the city. Then we will take another bus and you will see your new home in Chicago."

Everyone piled into the airport bus. Antonio and Gina sat next to the window. As the bus rolled along the expressway, they looked out at the cars going by and the buildings along side the road. "What a big country America must be," thought Antonio. "What a big city Chicago must be," thought Gina.

As they rode along in the bus, Vincent told John about the new home he had rented for them. "It's a fine furnished apartment," Vincent said. "Two bedrooms, a kitchen and a living room. And it's only on the second floor so there won't be

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Note: Teachers may wish to divide this reading into two parts, so that the two stories are read on succeeding days.

too many stairs to climb. The neighborhood is a good one. Many Italian people live in it so you will feel at home. There are Italian grocery stores and fruit markets nearby so Anna will be able to buy all the foods you like to eat. The apartment is on a corner near the bus stop so you can take the bus every day to the factory where I have found a job for you. There's also a school nearby for Antonio and Gina."

In a few weeks John Natale and his family were well settled in their new home. Vincent had been right--many people who lived nearby spoke Italian so that Anna Natale and the two children had no difficulty in finding their way around the neighborhood.

After school Gina and Antonio liked to walk along the streets near their home and look in the windows of the shops and stores. "If you close your eyes," Gina said, "you can almost imagine that we are back in Italy."

"Yes," said Antonio, "it is a little like our town in Italy. Look, Gina, here's a store that sells Provolone cheese just like our grandfather used to make. And this grocery store sells artichokes and squash just like the ones that grew in our garden."

"Oh, Antonio," called out Gina. "Smell the Italian bread browning in the oven of the bakery. I'm so hungry! Let's hurry home and see if dinner is ready."

Each evening Gina and Antonio would take out their school books and show their father and mother how they were learning to read English. John Natale smiled with pride as he heard his children. They were learning many new things at school.

"I'm becoming a real American, Father," said Antonio. "Yes," his father replied, "and that is good. But it is also good to remember your home in Italy and the things you learned there. Many famous Americans were born in Italy and Italian people who came to America and to Chicago have worked hard to make Chicago a beautiful city. Many of the buildings and bridges you see in downtown Chicago

were built by Italian workmen who came here to make their home. It is good to be an American but it is also good to remember the customs and ways of our family in Italy."

"Father," said Antonio. "I'm a very lucky boy. I know about Italy and I am learning about America. I have a new home in Chicago and I will grow up and work to keep Chicago a good place to live."

II. The Tuckers Come From Mississippi

The same day that John Natale and his family came to Chicago another family also came here. Their journey started one evening when Harold Tucker, the father of the family, came home with sad news. The man who owned the farm on which they lived had just told him that he would no longer be needed to work on the farm. New machines would do his work.

Mr. Tucker looked at his wife Agnes and his five sons. "What can we do?" he asked. Everyone sat in silence.

Finally Agnes Tucker said, "My sister Sarah in Chicago says that her husband has a good job. Maybe you can find work in the city. I will write and ask her if she thinks we should come to Chicago."

For many days the Tuckers waited for a letter from Chicago. Finally it came. The letter said:

Dear Sister Agnes,

I am sorry your husband has lost his job. I think he can find work in Chicago. I will try to find a place for you to live. Write and tell me when you are coming.

Your Sister Sarah

The Tuckers packed their things and bought tickets at the bus station for their trip to Chicago. Billy Tucker looked out of the window of the bus as it drove along the highways. He felt sad to leave the warm sunshine and green

grass of his home. Soon he fell asleep. The next thing he knew his mother was shaking him. "Wake up, Billy," she said. "We are coming into Chicago."

When Billy looked out of the window, he did not see farm houses or barns. He saw factory smoke stacks and big neon signs. "I wonder if I will like Chicago," thought Billy.

The bus pulled into the Union Bus Terminal in downtown Chicago. The Tucker family got off the bus and looked around for Aunt Sarah. "Here I am," called out a tall woman. "Children, let me look at you. How you have grown. Come on, everyone, pick up your suitcases. We must get on another bus to go to your new home."

Billy looked around him at the tall apartment buildings in the center of the city. "What beautiful buildings," he said. "Aunt Sarah, will we live in a place like that?"

Aunt Sarah laughed, "No, Billy," she said. "Those big apartments are for rich folks. Besides, many owners of large buildings will not rent their apartments to Negroes."

Billy wondered why this was true but he was too shy to ask any more questions. Soon the bus stopped and they all got off. They followed Aunt Sarah down the street to the building where she lived.

"I found a two room apartment for you in my building," Aunt Sarah told them.

"Two rooms," thought Billy. "I wonder how we can all crowd into two rooms.

"I wanted to find a better place for you," Aunt Sarah continued, "but it's hard to find places right now. All the Negro neighborhoods are so crowded and people in other neighborhoods often won't let Negroes buy houses there. Your Uncle George and I have been looking for a new apartment for two years but we just can't seem to find a nice place that people will rent to us."

"Chicago is a strange place," said Billy. "Some people have lots of room in beautiful buildings and other people have to crowd together in older buildings."

Billy's family settled into their new home. It was crowded, but they were all together. Best of all, his father found a job in a meat packing plant. Billy and his brothers started to school and got acquainted with their new neighborhoood.

Living in the city was certainly different. At first Billy missed the open spaces and fresh country air of the farm. The city seemed so dirty and crowded. But there were other things he liked about the city. There were so many new people to meet and new places to visit. The country was quiet but the city was exciting.

One day Aunt Sarah came to take Billy for a walk. "Come along," she said. "I want you to see something nearby that black people are very proud of."

They walked along the streets until they came to a building with a beautifully painted wall. "Billy," Aunt Sarah said, "this is the Wall of Respect. A few years ago black artists decided to paint a picture about the people we should be proud of as Negroes. They didn't want to paint it inside a museum where few people would see it. They painted it outside on a wall where everyone could admire it."

Billy looked up at the wall. He knew some of the people painted there--Martin Luther King, Malcolm X. Billy knew these men had fought to help Negroes get better jobs and better houses. The Wall of Respect made Billy feel proud to be black.

"Our neighborhood may be crowded," said Billy, but it has good people living in it. I'm happy to live here and happy to know about these famous men who worked to make our country a better place to live. Maybe when I grow up, someone will paint my picture on the Wall of Respect."